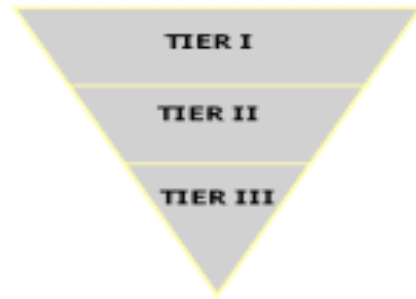




In the world of NCLB ...  
what can you do for those who ARE left behind?

A demonstration of a 3 Tier Model for  
implementation of Research-Based software as  
tools used to individualize reading intervention for  
students 'at risk' for reading failure . . . .



# The 3 Tier Model

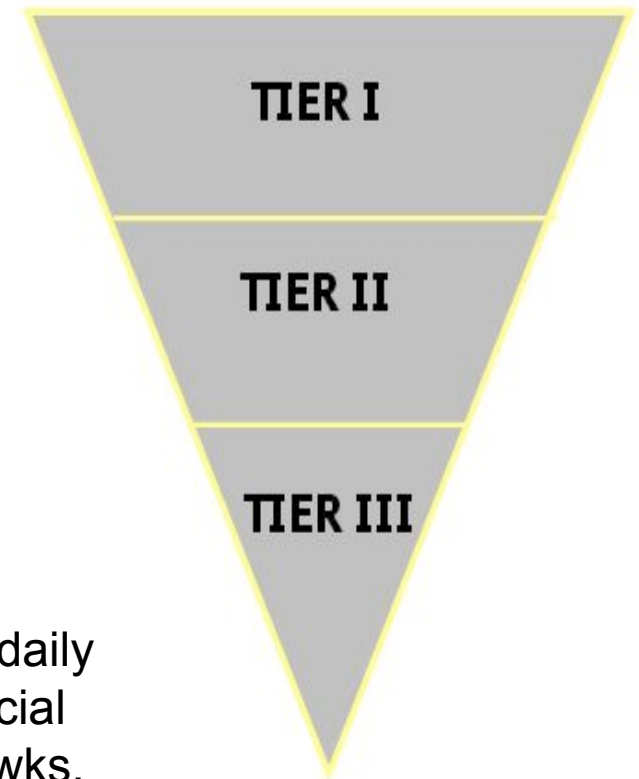
- ✍ Is a General Framework
- ✍ Matches research-based programs to student need
- ✍ Is Descriptive – Not Prescriptive
- ✍ Adjusts to any research-based program
- ✍ Is a guide for increasing intensity of interventions
- ✍ Provides differentiated curriculum for Tier 2 & 3
- ✍ Offers a Solution to RTI

## The 3 Tier Model

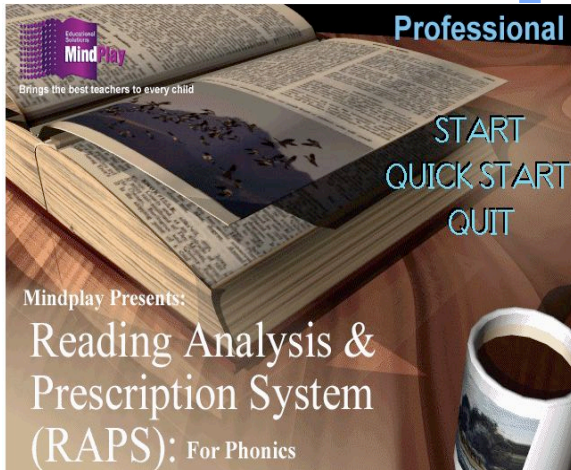
**PRIMARY INSTRUCTION-** core curriculum delivered by the classroom teacher for 10-12 wks

**SUPPLEMENTARY INSTRUCTION-** additional 30-60 minutes of differentiated instruction delivered to a group of 3-5 students by the classroom teacher and supported by other specialists for 10-12 wks.

**INTENSIVE INSTRUCTION-** additional 30-60 minutes daily instruction delivered to maximum of 3 students by special educator or reading specialist/literacy coach for 10-12 wks.



# Reading Analysis & Prescription System RAPS



1

Provides a digital diagnostician for every student.

2

Customizes testing in phonemic awareness, phonics and reading comprehension for an entire class in 10-30 minutes.

3

Analyzes student skills, diagnoses problems and groups students for intervention.

4

Helps teachers to meet NCLB reporting requirements by identifying struggling readers, targeting needed instruction, and measuring student growth.

5

Generates automatic reports for individuals and classes.



# ***RAPS Test***

## **RAPS tests and analyzes 8 basic reading skills:**

- Auditory and Visual Discrimination of sounds in isolation
- Short Vowel sounds
- Long Vowels & Diphthongs
- Consonants & Digraphs
- Consonant Blends
- Word Structure
- Phonetic Rules
- Reading Comprehension

File Teacher Options Administrator Options Help

Placement Activity  
Alejandra Kukowski



1. max 6. \_\_\_\_\_

2. jed 7. \_\_\_\_\_

3. zud 8. \_\_\_\_\_

4. gum 9. \_\_\_\_\_

5. \_\_\_\_\_ 10. \_\_\_\_\_


Page 1

NEXT

## *Beginning of Placement Activity*

File Teacher Options Administrator Options Help

Placement Activity  
Alejandra Kukowski



141. supersensitive

142. insubordination

143. counterrevolution

Page 15

TEXT

*End of Placement Activity*

## ***Types of Reports***

The simple and easy use of the management system monitors and tracks student progress and provides teachers and administrators with:

- Class Reports
- Student Reports

# ***Student Reports***

- [Student Performance Report – Phonics](#)
- [Student Performance Report – Grammar](#)
- [Student Performance Report – Comprehension](#)
- [Student Lesson Error Report](#)
- [Student Test Details Report](#)
- [Student Test Prescription Report](#)
- [Student Test Results Report](#)
- [Student Attendance Report](#)

## ***Class Reports***

- Class Daily Lesson Plan
- Class Remediation Report
- Class Improvement Report
- Class Needs Report
- Class Grammar Report
- Class Reading Comprehension Report
- Class Progress Checklist



# *My Reading Coach*



Dramatic Results

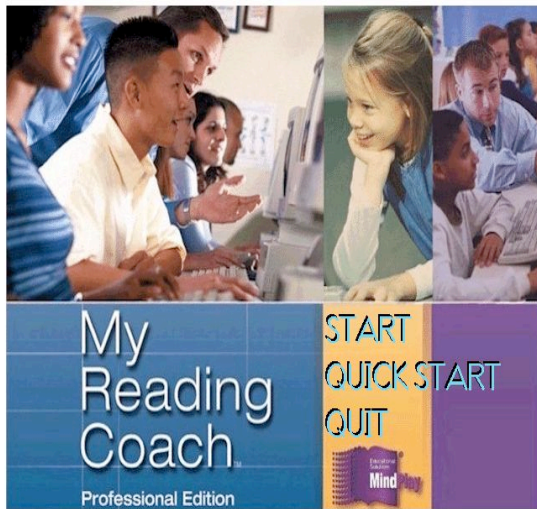


## ***My Reading Coach Background***

- Jim Larrabee: 25 year veteran public school teacher, speech pathologist, reading and special education teacher – program developer
- Best Practice / Best Theory Development
- 5 years of field testing and great success with elementary schools, middle schools and high schools

# My Reading Coach

File Teacher Options Administrator Options Help



**1**

Self-paced, individualized reading and remediation environment

**2**

61 Interactive lessons on phonics and 24 unique grammar lessons to teach text comprehension with fluency

**3**

Meets all critical components of NRP: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension

**4**

200 graded reading passages from 1.0-10.5 grade levels

**6**

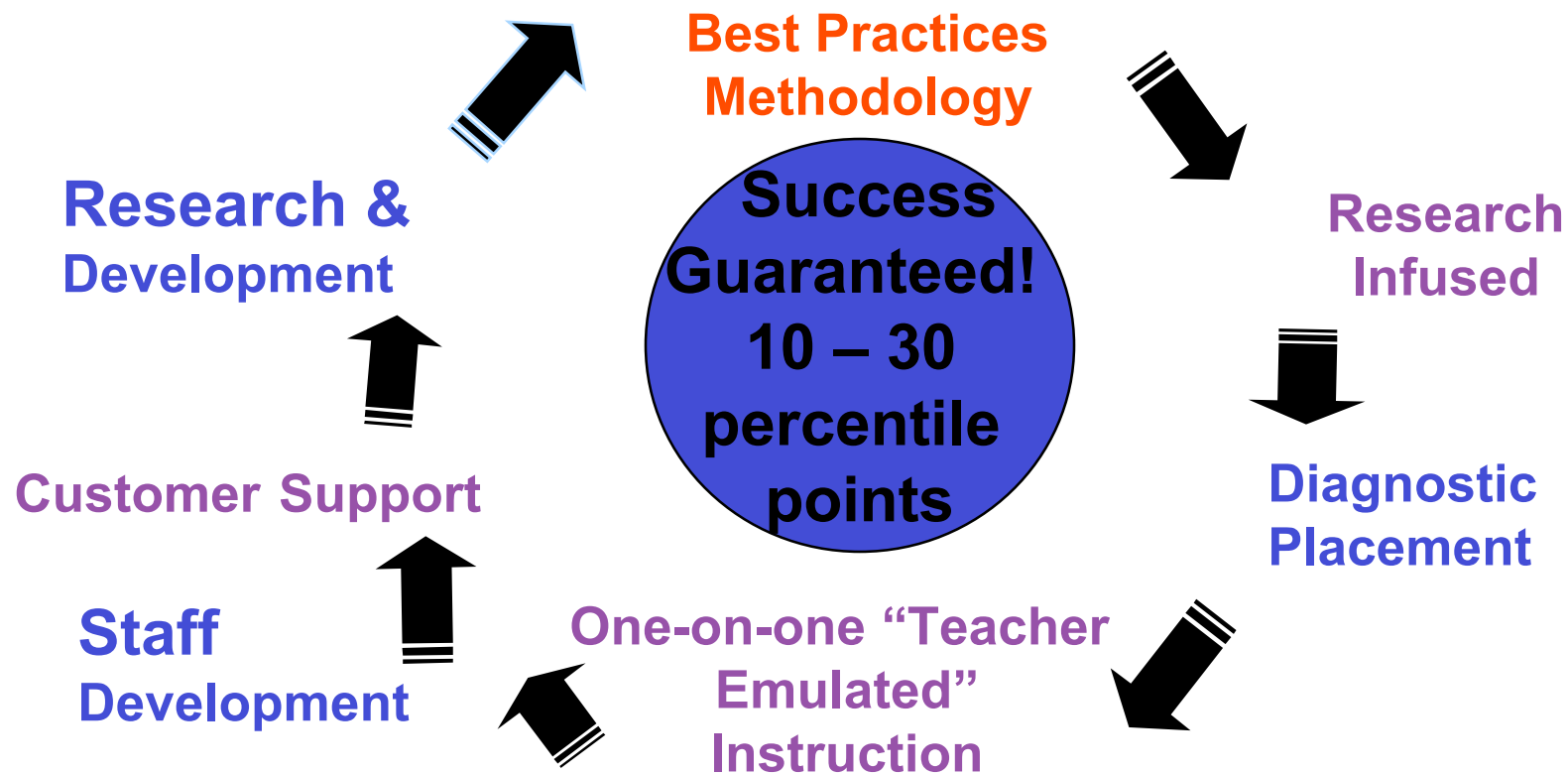
30-60 minutes  
4-5 days/week

**5**

Unique features: "Read Like You Talk"  
Vowel / Sound / Stick, Pause Points, Direct Instruction & Direct and specific feedback

# ***Why is MindPlay Unique?***

*We believe the PROCESS drives the results*



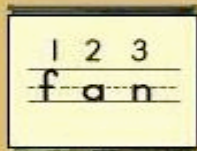
# ***National Reading Panel Requirements for Reading Success***

- ✓ Systematic Phonics
- ✓ Phonemic Awareness
- ✓ Fluency - Speed , Accuracy,  
Expression
- ✓ Text Comprehension
- ✓ Vocabulary

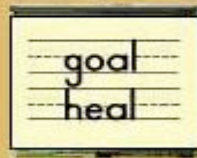
# Activities



Introduction



Word Building

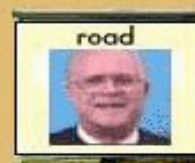


Listen & Find



Key 8. c, k, ck

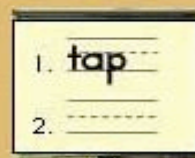
= in progress  
 = mastered



Reading



Writing

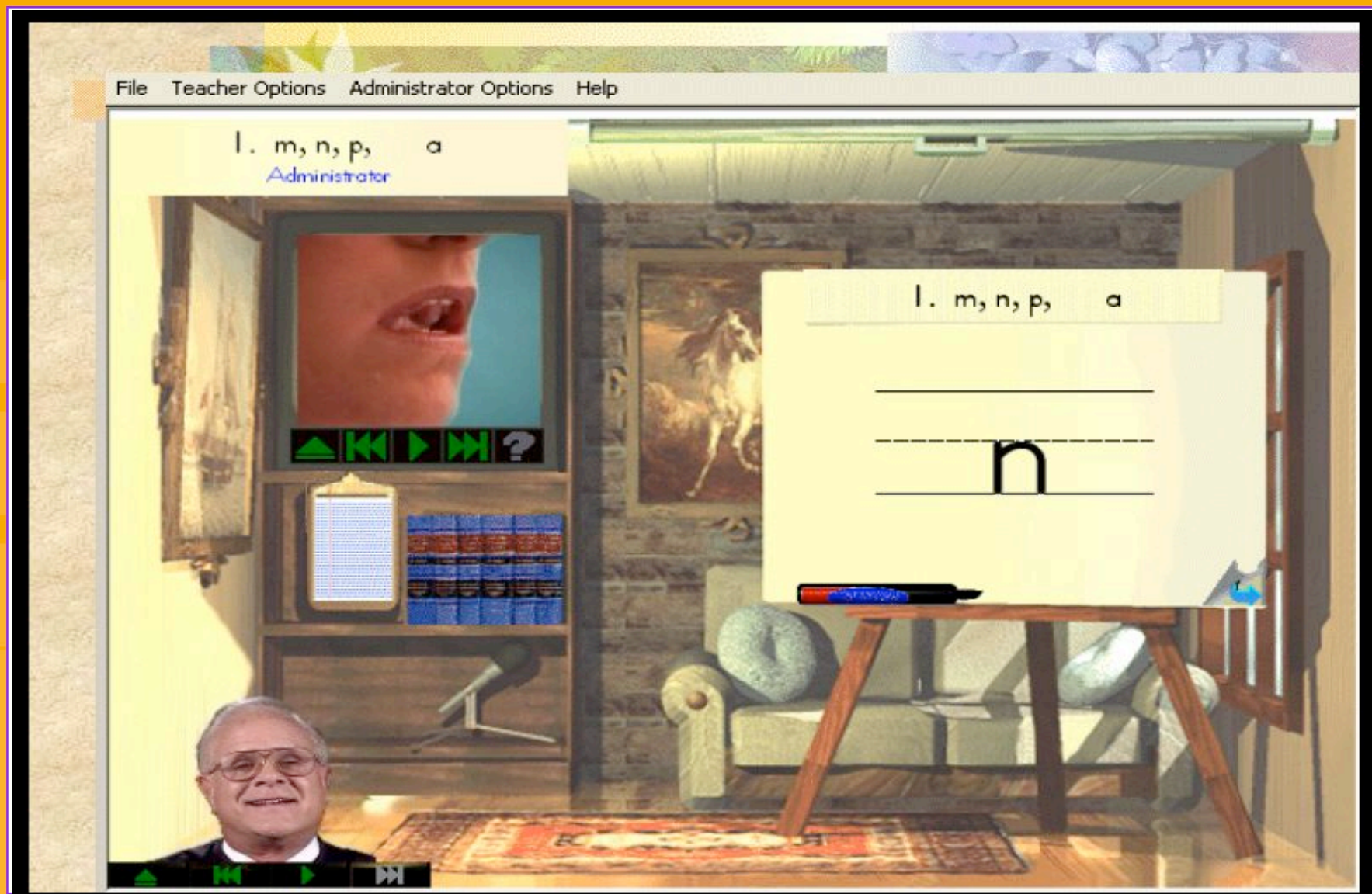


Spelling



*Activities Page*





## Introduction

27. patrol i (ai)

Administrator



# Word Building Activity

1 2 3 ? 5

target

Q

m

—n

**p**

+

q

i

f

V

b

d

+

—**O**—

C

 $\frac{1}{K}$ 

## h

th

**S**

- U

**Z**

sr

or

C

i

-e

w

W

**x**

r

[illegible]



20. initial r

Administrator



Listen and Find  
Activity

rub

rab

rod

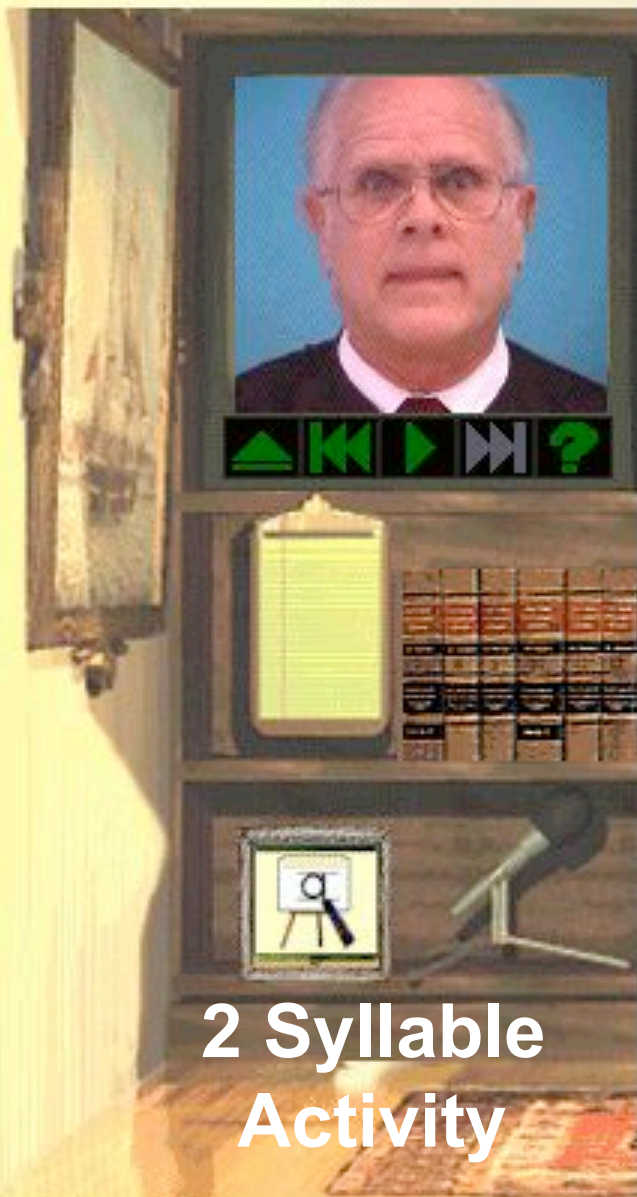
rob

--	--	--	--	--





33. 2 syllable words  
Administrator



2 Syllable  
Activity

rab|bit



--	--	--	--	--

6 | . long words w/ all rules

Administrator



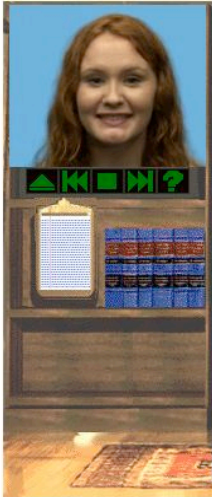
l c o n t e m p l a t i v e



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Verbs and Linking Verbs  
Marci Goforth



The men **are** dads.



Prepositions  
Howard Bailey




Kate, the girl **with** the big smile,  
likes to grab the big cat **with**  
soft fur.



# Grammar Activity

Story Level 6.5  
Marci Goforth



**Velcro**

George de Mestral **lived** in Switzerland and liked to hike in the mountains. One day as he hiked, he got some burrs on his **clothing**. He saw that these burdock seeds stuck so well that it was hard to **remove** them. The burrs had hook-like barbs that easily attached firmly to his clothes. This event gave him an idea: maybe he **could** invent a product that

Progress bar with a blue arrow pointing right.

## Comprehension Activity

# Special Education Case Study

Matthew's writing sample BEFORE starting MRC

then nik has hes cat jet  
jet did lik hem on hes  
nek nek is in soke but jet  
had sach fun nik got mad  
jet is not sad it is fun  
to lik nik

4 minutes 45 seconds

thin nick has his cat jet jet did  
lick him on his neck nick is in socke  
but jet had such fun nick got  
mad jet is not sad it is fun to  
lick nick

3 minutes 30 seconds





## MRC Activity Demo



# Grammar Skills

- Nouns
- Adjectives
- Articles
- Verbs & Linking Verbs
- Punctuation
- Question/Word Order
- Proper Nouns
- Pronouns
- Interrogative Pronouns
- Conjunctions
- Abstract Nouns
- Double Duty Pronouns
- Progressive Pronouns
- Subject and Predicate
- Object
- Subject/Object Pronouns
- Verb Tenses
- Adverbs
- Contractions
- Talking on Paper
- Gerunds
- Interjections

# Certificate of Progress

This certificate is presented to:

**Rob Robertson**

in recognition of outstanding effort and mastery  
of Lessons 1 through 20  
on Mindplay's My Reading Coach.

Presented by

\_\_\_\_\_  
Myers-Ganoung Elementary Lab 2

Date: December 24, 2002

**DONE**

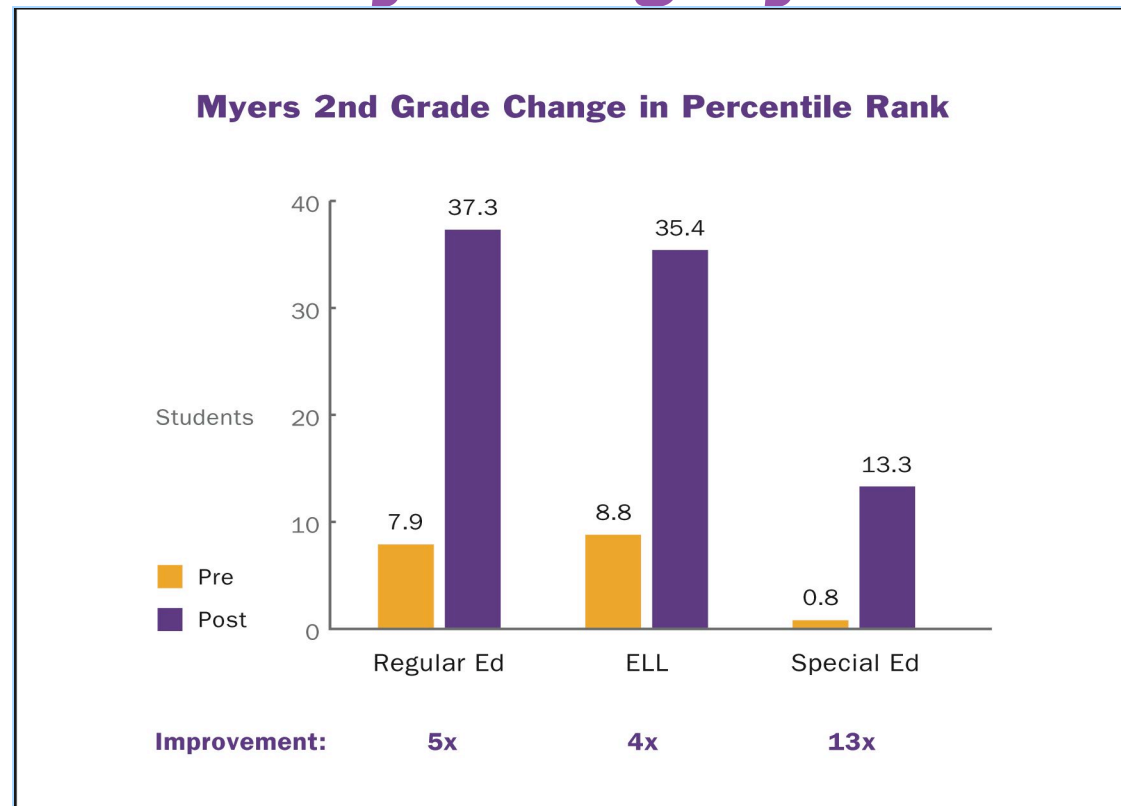




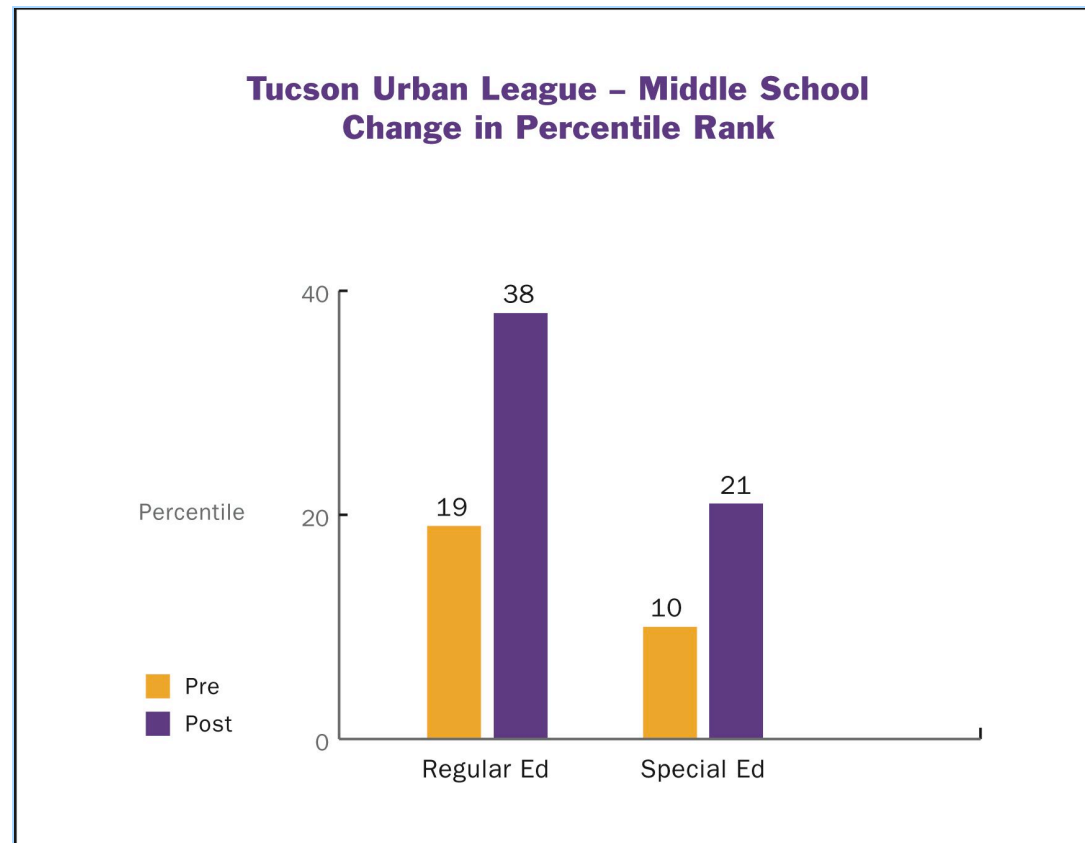
## Progress



## ***Results: Elementary School by Category***



# ***Results: Middle School Improvement 11 to 19 Percentile Points At Risk Students***





## Expert Sheets





# ***Oral Reading Expert Sheets***      **4-A**

man

fan

van

pan

# ***Oral Reading Expert Sheet***

**16-A**

## **Jet the Cat**

Jet is Nick's thin cat.

Can thin Jet nap in a tin can?

No, Jet cannot nap in a tin can.

Jet is thin but he is big.

Can Jet nap on the mat?

Jet can nap on the thick mat.